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AUTHOR Paige, Roderick R.
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ABSTRACT

A description of Texas Southern University focuses on demographic trends and changes in school personnel and the student body in the period between 1981 and 1987. The data reveal two problems: too few black persons are choosing teaching careers, and too many of those that do are unable to achieve a passing score on teacher admission tests. A description is given of the Teacher Candidate Recruitment and Retention Project (TCRRP), established by the university in an effort to overcome the problem of the shortage of qualified black teachers. The project involves recruitment activities designed to enhance the image of teaching careers, college enrollment assistance, early identification of teacher candidates, and monitoring programs. In tandem with the recruitment efforts, a program of effective academic skill enhancement and broad-based community involvement has been initiated. The purpose and objectives of the TCRRP are discussed and an outline of the program's design is presented. (JD)

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TEXAS SOUTHERN UNIVERSITY COLLEGE OF EDUCATION'S TEACHER CANDIDATE RECRUITMENT PROGRAM

Roderick R. Paige

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RODERICK R. PAIGE - "TEXAS SOUTHERN UNIVERSITY COLLEGE OF EDUCATION'S TEACHER CANDIDATE RECRUITMENT PROGRAM" - PREPARED FOR PRESENTATION AT THE "NINTH NATIONAL CONFERENCE ON THE PREPARATION AND SURVIVAL OF BLACK PUBLIC SCHOOL TEACHERS" - NORFOLK STATE UNIVERSITY, NORFOLK, VIRGINIA, DECEMBER 1-2, 1988

Thank you Dr. Williams for that fine introduction. Senator Miller, President Wilson, Dean Witty, Colleagues, Ladies and Gentlemen, it is more than a mere formality which suggest that I express my appreciation to the organizers of this fine conference for extending the invitation to me to join you today. Knowledgeable persons all over the country respect this conference for its excellence, and I am flattered to have been asked to share this occasion with you. I must tell you further that there are several other reasons that cause me to be happy to be here. This conference is, after all, very special to me. Consider these points:

1. It was my attendance at the 1983 session of this conference that provided me with the inspiration to commit myself to the task of helping to find solutions to the problems of Black Teachers.

2. Two of my role models are key figures in the establishment and continuing excellence of the conference. They are Dr. Wilson, President of this great university, and Dr. Witty, the founder and organizer of the conference. Dr. Wilson motivated me to enroll in the doctoral program at Indiana University and advised me throughout my studies there. Dr. Witty, who you know by now is my sister, called my attention to the problems of Black public school teachers, and never lets me forget. When we are home for Christmas, Thanksgiving, or other holidays, her prodding comments about the subject of our discussion today are constant and relentless.

3. And finally, you the conference attendees--During your group discussion sessions, and even social events, you have provided me with both inspiration and ideas.

So, on behalf of Dr. William Harris, President of Texas Southern University (TSU), and my colleagues in the TSU College of Education (COE), I wish to express my sincere appreciation for this opportunity.

When I first attended this conference in 1982 -- back during my other life -- I was still serving as Director of Athletics at TSU. I shall never forget attending one of the

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discussion sessions and trying to make a point when one of the distinguished scholars in the group interrupted me to ask, "Now who did you say you were?" I answered, "I am Rod Paige." Not being satisfied with my response, she asked, "And just who are you with?" I resounded, "I am with Texas Southern University." She continued her interrogation with, "And what exactly do you do there?" When I answered, "I am Director of Athletics." she responded with the most demeaning "Oooooooh, I see." that I had ever heard. I want you to know she took the wind right out of my sails. I closed my mouth and tried my best to become inconspicuous.

I am much more courageous now, and I wish to tell you about coaches and athletic leaders. There is much to be learned from them.

THEY ARE EXTREMELY TASK ORIGINATED. Once they commit themselves to a task, they stick with it until the very end. We can learn dedication from them.

THEY MOTIVATE. They know that their players must be "UP" for the task if they are to accomplish the task. We can learn the importance of motivation from them.

THEY INNOVATE, THEY TRY NEW THINGS. If a player does not learn through the selected teaching technique, they will try it another way. We can learn to innovate from them.

THEY REWARD EXCELLENCE. They have "all conference honors," "all-state honors," "all-American honors," "school letters," "jackets" and "who knows what else." We can learn the importance of rewarding excellence from them.

THEY BUILD PRIDE, THEY CHALLENGE, THEY TAKE RISK. There is much that we can learn from coaches. In fact, to quote the legendary Eddie Robinson, "If teachers would do more coaching, and coaches would do more teaching, we would all be better for it."

It is important that you know this about me because I draw on my coaching background when I face challenges like the challenge that is the subject of our discussion today, **"THE CHALLENGE OF FINDING BETTER WAYS TO ATTRACT MORE AND BETTER YOUNG BRIGHT PEOPLE INTO OUR HONORABLE PROFESSION."**

Let me tell you how I got introduced to football. I am from a small town in Mississippi called Monticello. One day when I was a small boy I was riding my mule to the store. As I crossed a large pasture, I noticed a group of boys who were about my age playing with a strange looking ball. They were running, jumping, knocking each other down and having great fun. I rode

up to an elderly gentlemen, who I now know was the coach, and asked, "what are these kids were playing?" He told me that the game was call football, and the objective was to advance the ball through this group of kids to the goal line, as he pointed to two poles extending about twenty feet above the ground, with another pole connecting the two at a point about ten feet above the ground. I told him that looks easy. When he asked if I would like to try it, I said, "yes." He tossed me the ball and I took off to the right, avoided some kids by cutting back to the middle, veered to the left to avoid other kids, came back into the middle and went across the goal line. I went back to the coach and asked, "How was that?" He said, "great," and asked if I would like to try it again. I said, "of course." He then said "ok," this time get down off the darn mule."

Enough of that. Let me give some attention to matters of more serious concern. The conference organizers asked that I address the following points:

1. a brief description of Texas Southern University (TSU)

2 a description of the TSU Teacher Candidate Recruitment Program, and

3. a brief statement of program barriers or impediments

In compliance with those directives, I will begin with a description of Texas Southern University.

Texas Southern University

Texas Southern University, in Houston, Texas, is a state-supported institution that was established in 1947. As a senior level institution of higher education, Texas Southern University's student population has increased from an initial 2,303 to a current enrollment of 8,500. This student population, though still predominantly black and from Texas, includes a large corps of non-Blacks and international students from more than sixty foreign countries.

Texas Southern University provides degree programs at the baccalaureate, master's and doctoral levels in four schools and three colleges. Degrees are conferred in the Arts and Sciences, teacher education, management, technology, communication, pharmacy, allied health and law. In 1973, the University was designated as a special purpose institution for urban programming and in this context many of its programs are designed to prepare students for service to the urban community at home and abroad. The University's mission is complemented by its location in Houston. This is a city of approximately 1.5 million persons.

Houston ranks as one of the leading ports through which foreign freight is handled; and serves as a regional center for many multinational corporations, trade missions and consulates.

Texas Southern University is accredited as a level four, doctoral degree granting institution by the Southern Association of Colleges and Schools. Special professional accreditation has been given to many of the diverse academic programs in the various schools/colleges of the University. Further, a variety of honor societies and programs exist in the various departments of schools/colleges. Currently 46 major degree programs are offered at the bachelor's level, 30 at the master's level, and four at the doctoral level.

The academic program is supported by a strong library that contains over 500,000 volumes. Special collections are in the International Collection, the Heartman Collection on Negro Life and Culture and the Barbara Jordan Collection. An exceptionally fine collection of African artifacts exist in the African archives and diverse programs are enriched and supported further by branch libraries and learning resource centers in the College of Education and in the Thurgood Marshall School of Law.

The Mission of the College of Education at Texas Southern University is to develop professionals for service in a global society; professionals who are competent teachers, administrators, counselors, researchers, and behavioral scientists.

A Statement of the Problem

Following the national trend, the number of Black public school teachers is decreasing in the State of Texas. The Texas Education Agency's (TEA) Teacher Personnel roster indicates that the Texas teacher work force increased from 163,587 during the 1981-82 term to 184,501 for the 1986-87 term, an increase of 20,914 or 12.8%. During the same period, the Black teacher work force decreased from 17,717 to 16,788, a decrease of 929 teachers, 5.24% During the 1981-82 term, Blacks constituted 10.83% of the Texas public school teachers, whereas, they represented only 9.09% of the 1986-87 teacher work force. Data for the 1987-88 term is not yet available, but indications are that the decrease in the Black teacher work force was even sharper during that school year.

Table 1 shows the changes in the Texas public school teacher work force between the 1981-82 and 1986-87 school terms for the White, Hispanic, and Black ethnic groups.

Table I

TEXAS PPR FULL-TIME EQUIVALENT TEACHER PERSONNEL
FOR PERIOD OF 1981-82 THROUGH 1986
WHITE

YEAR	PERSONNEL	CHANGE	% CHANGE
1981-82	127167		
1982-83	129745	2578	2.03
1983-84	131238	1493	1.15
1984-85	133624	2386	1.82
1985-86	137965	4341	3.24
1986-87	143996	6031	4.37
TOTALS		16829 (+13.2%)	

HISPANIC

YEAR	PERSONNEL	CHANGE	% CHANGE
1981-82	18205		
1982-83	19111	906	4.97
1983-84	20134	1023	5.35
1984-85	21119	985	4.89
1985-86	22264	1145	5.42
1986-87	23181	917	4.12
TOTALS		4976 (+27.3%)	

BLACK

YEAR	PERSONNEL	CHANGE	% CHANGE
1981-82	17717		
1982-83	17920	203	1.15
1983-84	18014	94	0.52
1984-85	18137	123	0.68
1985-86	18107	< 30>	<0.17>
1986-87	16788	<1319>	<7.28>
TOTALS		< 929> (< 5.24%>)	

Source: Developed by Rod Paige from data extracted from Texas Education Agency (TEA) PPR Full-Time Equivalent Teacher Personnel rosters 1981-82 through 1986-87.

When we examine the data from the perspective of gender as well a ethnicity, the problem reveals itself in more detail. Table 2 and 3 show that during the school terms under consideration, the White female teacher work force grew by 15,472 teachers, while the White male teacher pool grew by 1,357, 15% and 4% respectively.

Table 2

TEXAS PPR FULL-TIME EQUIVALENT TEACHER PERSONNEL (FTE)
FOR THE PERIOD 1981-82 THROUGH 1986-87
WHITE FEMALES

YEAR	PERSONNEL	CHANGE	% CHANGE
1981-82	97460		
1982-83	99167	1707	2.0
1983-84	100321	1154	1.16
1984-85	102861	2540	3.0
1985-86	107639	4778	5.0
1986-87	112932	5293	5.0

1981-82 / 1986 = 15,472
16% INCREASE

Source: Developed by Rod Paige from data extracted from TEA PPR Full-Time Equivalent Teacher Personnel Rosters 1981-82 through 1986-87.

Table 3

TEXAS PPR FULL-TIME EQUIVALENT TEACHER PERSONNEL (FTE)
FOR THE PERIOD 1981-82 THROUGH 1986-87
WHITE MALES

YEAR	PERSONNEL	CHANGE	% CHANGE
1981-82	29707		
1982-83	30578	871	3.0
1983-84	30917	339	1.0
1984-85	30763	<154>	.49
1985-86	30326	<437>	1.0
1986-87	31064	738	2.0

1981-82 / 1986 = 1357
4% INCREASE

Source: Developed by Rod Paige from data extracted from TEA PPR Full-Time Equivalent Teacher Personnel rosters 1981-82 through 1986-87.

Between the 1981-82 and 1986-87 school terms, the growth percentage of the Hispanic teacher work force -- 32% for females and 15% for males -- was even more dramatic than the growth of either the White male or female teacher pool (see tables 4 and 5).

Table 4

TEXAS PPR FULL-TIME EQUIVALENT TEACHER PERSONNEL (FTE)
FOR THE PERIOD 1981-82 THROUGH 1986-87
HISPANIC FEMALES

YEAR	PERSONNEL	CHANGE	% CHANGE
1981-82	12943		
1982-83	13664	721	6.0
1983-84	14524	860	6.0
1984-85	15346	822	6.0
1985-86	16282	936	6.09
1986-87	17119	837	5.04

1981-82 / 1986 = 4176
32% INCREASE

Source: Developed by Rod Paige from data extracted from TEA PPR Full-Time Equivalent Teacher Personnel Rosters 1981-82 through 1986-86.

Table 5
TEXAS PPR FULL-TIME EQUIVALENT TEACHER PERSONNEL (FTE)
FOR THE PERIOD 1981-82 THROUGH 1986-87
HISPANIC MALES

YEAR	PERSONNEL	CHANGE	% CHANGE
1981-82	5262		
1982-83	5447	185	3.51
1983-84	5610	163	2.99
1984-85	5773	163	2.9
1985-86	5982	209	3.62
1986-87	6062	80	1.34

1981-82 / 1986 = 800
15% INCREASE

Source: Developed by Rod Paige from data extracted from TEA PPR Full-Time Equivalent Teacher Personnel rosters 1981-82 through 1986-87.

The category that we have defined as "Other" includes all teachers that are neither White, Hispanic nor Black. As can be seen from tables 6 and 7, there was a decline of 37 male and 3

female teachers for this population of teachers between the school terms under consideration.

Table 6
TEXAS PPR FULL-TIME EQUIVALENT TEACHER PERSONNEL (FTE)
FOR THE PERIOD 1981-82 THROUGH 1986-87
OTHER FEMALES

YEAR	PERSONNEL	CHANGE	% CHANGE
1981-82	376		
1982-83	387	11	2.92
1983-84	417	30	7.75
1984-85	388	< 29>	6.95
1985-86	392	4	1.03
1986-87	379	< 13>	3.31

1981-82 / 1986 = 3% INCREASE

Source: Developed by Rod Paige from data extracted from TEA PPR Full-Time Equivalent Teacher Personnel rosters 1981-82 through 1986-87.

Table 7
TEXAS PPR FULL-TIME EQUIVALENT TEACHER PERSONNEL (FTE)
FOR THE PERIOD 1981-82 THROUGH 1986-87
OTHER MALES

YEAR	PERSONNEL	CHANGE	% CHANGE
1981-82	121		
1982-83	131	10	8.26
1983-84	139	8	6.1
1984-85	143	4	2.87
1985-86	166	23	16.08
1986-87	158	< 8>	4.81

1981-82 / 1986 = 37% INCREASE

Source: Developed by Rod Paige from data extracted from TEA PPR Full-Time Equivalent Teacher Personnel rosters 1981-82 through 1986-87.

Tables 8 and 9 provide the evidence for our claim of a declining Black teacher pool in Texas. This data show that, relative to the base school year, the 1986-87 TEA full-time equivalent teacher personnel roster, in terms of FTE's, listed 364 fewer Black female and 565 Black male teachers, a decline of 2.6% and 15% respectively.

Table 8

TEXAS PPR FULL-TIME EQUIVALENT TEACHER PERSONNEL (FTE)
FOR THE PERIOD 1981-82 THROUGH 1986-87
BLACK FEMALES

YEAR	PERSONNEL	CHANGE	% CHANGE
1981-82	13968		
1982-83	14132	164	1.17
1983-84	14199	67	.47
1984-85	14336	137	.96
1985-86	14402	66	.46
1986-87	13604	<798>	5.54

1981-82 1986 = <364>
<2.6%> DECREASE

Source: Developed by Rod Paige from data extracted form TEA PPR Full-Time Equivalent Teacher Personnel rosters 1981-82 through 1986-87.

Table 9
TEXAS PPR FULL-TIME EQUIVALENT TEACHER PERSONNEL (FTE)
FOR THE PERIOD 1981-82 THROUGH 1986-87
BLACK MALES

YEAR	PERSONNEL	CHANGE	% CHANGE
1981-82	3,749		
1982-83	3,788	39	1.07
1983-84	3,815	27	.71
1984-85	3,801	< 14>	.36
1985-86	3,705	< 96>	2.52
1986-87	3,184	<521>	14.06

1981-1982 / 1986-87 = <565>
(15%) DECREASE

Source: Developed by Rod Paige from data extracted from TEA PPR Full-Time Equivalent Teacher Personnel rosters 1981-82 through 1986-87.

In summary, the data suggest that the Texas public school teacher work force increased by 8.8% between the 1981-82 and 1986-87 school terms. In terms of percentages, Hispanic females evidenced the greatest increase, 32%, and Black males evidenced the sharpest decrease, 15%. However, in terms of absolute FTE totals, there were 15,472 more White female teachers, 1,357 more White male teachers, 4,174 more Hispanic female teachers, 800 more Hispanic male teachers, 364 fewer Black female teachers, and 565 fewer Black male teachers on the Texas Teacher Personnel

rosters during the 1986-87 term than during the 1981-82 term. This data supports the claim that the Black teacher pool is declining in Texas as it is in other states.

The question that must be asked now is "are Black teacher candidates entering Texas teacher education programs in large enough numbers to reverse this decline.

An examination of the population of persons entering teacher education programs in Texas suggests that the answer to that question is clearly "NO." In our state, a passing score on the Pre-Professional Skills Tests (PPST) must be achieved before admission to any Texas teacher education program can be granted. TEA reports that 49,600 teacher candidates attempted the PPST between May 1984--the effective date of the law that made passing the PPST a teacher education program admission requirement--and June 1987. As can be seen from table 10 only 2,342, or 5%, of the teacher candidates who attempted the test were Black, and further, only 32.4% of the Black teacher candidates who attempted the tests--758--achieved the cut-off score.

Table 10

PRE-PROFESSIONAL SKILLS TEST (PPST) CUMULATIVE RESULTS
May 1984 through June 1987 (11 administrations)

Total tested	49600	
Number passing	36,434	(73%)

	Tested	Passed	
White	39,814	32,086	(80.6%)
Hispanic	6,356	2,973	(46.7%)
Black	2,342	758	(32.4%)
Other	1,079	617	(57.2%)

Source: TEA

If we can assume that the teacher candidates who passed the PPST during this period were otherwise eligible, then it can be asserted that between May 1984 and June 1987, 36,434 teacher candidates were eligible for admission to Texas teacher education programs, and of this group only 758 were Black candidates.

As further evidence of the claim, a TEA document dated April 1987 reports that 15,157 persons received Bachelor of Arts degrees and were certified in one or more fields since August 1984. An examination of this data by ethnicity reveals that only 602, (4.0%) of those persons were Black, and only 1972 or 13% were of Hispanic origin (see table 11).

Table 11

DISTRIBUTION BY SEX AND BY ETHNICITY OF TEACHERS WHO RECEIVED THEIR BA DEGREE AND WERE CERTIFIED IN ONE OR MORE FIELDS SINCE AUGUST 1984

Sex	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Undefined	1	.	.	.
Female	12416	81.9	12416	81.9
Male	2740	18.1	15156	100.0
Indian	19	0.1	19	0.1
Asian	29	0.2	48	0.3
Black	602	4.0	650	4.3
Hispanic	1972	13.0	2622	17.3
White	12535	82.7	15157	100.0

Source: TEA

Although there are other ways to gain teacher certification in Texas -- i.e. alternative certification programs -- there is little reason to believe that they would significantly change the trend.

This data present us with a two pronged problems: (1) too few Black persons are choosing teaching careers, and (2) too many of those that do choose teaching are unable to achieve a passing score on teacher education program admission tests. Viewed from the perspective of Harold L. Hodgkinson's predictions that the primary and secondary school population will be 33% minority by 1990, and 38% minority by the turn of the century, the problem seems clear. Unless we find a solution to this problem, an increasing minority student population will be taught by an increasing white teacher work force. The message that this will send to America is evident as "A Nation Prepared: Teachers For the 21st Century" points out.

The Texas Southern University College of Education has committed itself to the task of increasing the number of bright young persons who choose teaching careers. In pursuit of that goal, our first step was to look to the literature to learn from the experience of those that preceded us in this effort.

What the Literature Tells us About Recruiting and Retaining Minority Teachers

The gradual reduction in the number and percentage of minority teachers in the teaching work force was first called to

the nation's attention in the fall of 1979 by Dr. Elaine Witty, Dean of the College of Education at Norfolk State University. This alarm attracted little attention from the educational power structure.

Dr. Witty noticed the high failure rate of minority teacher candidates on the National Teacher Examination, a certification requirement in many eastern seaboard states. Dr. Witty responded by sponsoring the first national conference on PROBLEMS, ISSUES, PLANS AND STRATEGIES RELATED TO THE PREPARATION AND SURVIVAL OF BLACK PUBLIC SCHOOL TEACHERS. The first major paper on the subject, "PROSPECTS FOR BLACK TEACHER: CERTIFICATION AND EMPLOYMENT," was published by ERIC Clearing House in February, 1982 under the authorship of Dr. Elaine Witty.

Dr. Pritchy Smith, Professor of Education at Jarvis Christian College, Hawkins, Texas, called our attention to the impact of state-mandated testing on the minority teaching work force in Texas in the fall of 1983. His paper, "COMPETENCY TESTS: THE CRITICAL ISSUE OF EXCELLENCE AND EQUITY," issued in early 1984, pointed out the need for special efforts to recruit and retain minority teachers.

Although, the American Association of Colleges for Teacher Educaiton and several major universities i.e. the University of Kentucky's national conference on "RECRUITMENT AND RETENTION OF MINORITY STUDENTS IN TEACHER EDUCATION," have recently joined the effort, Dr. Witty's Norfolk State Conference, remains as the most comprehensive attempt to address the issue to date.

Dr. Ivory Nelson's paper, "ASSESS WITH EQUITY ASSURANCES: RECOMMENDATIONS FOR RETENTION OF BLACK STUDENTS IN THE TEXAS SYSTEM TO HIGHER EDUCATION," presented to the Texas Higher Education Coordinating Board (THECB) in July 1985 represents Texas' first official response to the problem. The THECB and TEA responded to Dr. Nelson's findings by issuing a request for proposals for programs designed to recruit and retain minority teachers.

Papers and task force reports from conferences and work-shops tend to suggest that the most affective recruiting approach involves a combination of private-sector type marketing strategies and effective academic skills enhancement. The University of Kentucky's 1987 conference pointed out the need for the involvement of community-based organizations and initiatives aimed at enhancing the image of the teaching profession.

Based on this review of the literature and recommendations from study groups, the Texas Southern University College of Education initiated a project built around private-sector type

marketing strategies, teaching career image enhancement activities, effective academic skill enhancement, and broad-based community involvement.

Texas Southern University College of Education Teacher Candidate Recruitment and Retention Project

Texas Southern University College of Education is in the process of establishing and implementing a **Teacher Candidate Recruitment and Retention Project (TCRRP)**. The goal of the TCRRP is to identify, catalog, motivate, prepare and assist students to successfully pursue a college education which will prepare them for a career in the teaching profession.

Purpose of TCRRP

The purpose of this project is to design, implement, manage, evaluate, and operate a program of:

1. recruitment activities planned and implemented for minority teacher candidates, which will include, but not be limited to, (1) activities designed to enhance the image of teaching careers, (2) college enrollment assistance (3) early identification of teacher candidates, (4) monitoring programs, (5) other innovative strategies, and

2. enhancement basic skills developed and implemented for teacher candidates diagnosed as deficient which will include but, not be limited to activities such as, (1) early diagnosis of weaknesses, (2) development, production, and distribution of materials for strengthening skills, (3) training in testing-taking skills, and (4) other innovative strategies.

TCRRP Objectives

The TCRRP is be designed, implemented, managed and operated to accomplish the following objectives:

1. to promote an appreciation for the role of the teacher in this society, and to motivate minority students to successfully pursue a college education in a field that would prepare them for a career as a teacher.

2. to establish early identification of teacher education candidates, and to record information about the identified candidates through the use of a computerized database system capable of storing, organizing, managing, and reporting such information.

3. to provide these teacher education candidates with opportunities to explore career options in teacher education through role model identification and association, and interaction with successful in-service teacher and educators;

4. to enhance the academic preparedness of these candidates through early diagnosis of academic weaknesses and appropriate and targeted remediation activities;

5. to provide these candidates with relevant information regarding financial aid opportunities, teacher education program requirements, University enrollment requirements, procedures, and opportunities, and

6. to provide information about these candidates to other area universities.

Program Design

The program design will involve the establishment of a TCRRP staff, provided with appropriate dedicated time, supported by necessary COE faculty and material resources, that will use tried and tested private-sector marketing techniques and strategies to promote the image of the teaching profession, and identify and recruit teacher education candidates. The project design includes a program of academic skills enhancement for candidates that evidence need of such assistance. Seminars, workshops, brochures, etc. on matters related to (1) acquiring financial aid for college; (2) requirements for admission to teacher education programs; (3) admission policies and procedures of area universities and colleges; (4) the joys and benefits of the teaching profession, and (5) career options available in teacher education, will be used to assist candidates with matters related to college attendance.

An **Academic Success Student Profile** system will be developed and implemented to record and track academic, demographic, biographic and other relevant information needed to implement, manage, and evaluate the TCRRP.

The project design also includes a system of advising area universities and colleges as to the goals, objectives, and

products of the project, and procedures for accessing information on identified candidates.

The project design includes the following components:

1. **Image Enhancement Component.** This component includes the:

   a. **College of Education Community Services Speakers Bureau:** A structured system through which community based organizations, church groups, fraternities and sororities, and similar organizations may acquire COE faculty as speakers on a non-paid bases.

   b. **KTSU Radio Show "Teachers are Special:"** A weekly thirty (30)-minute radio talk show featuring exciting and motivating experiences from the lives of teachers.

   c. **Video Tape Series:** Two thirty (30)-minute video tape presentations designed to promote the teaching profession and recruit teacher education candidates. One tape will be designed to recruit teacher education candidates without regard to specific universities or colleges, and the other will be designed to recruit teacher education candidates for TSU. Both tapes will be motivational, and will be hosted by inquisitive, minority, public school students. Graphics will be creatively used throughout the video tape to maintain student's attention.

   d. **Awards and Incentive Activities:** Awards and incentive such as certificates, trophies, outstanding scholar status, access to the Hall of Honors Room, teacher candidate of the year awards, etc.

2. **Procurement Component:** This component includes activities such as;

   a. **Site-Visits:** TCRRP staff recruiting visits to area public schools and community colleges to establish contacts and collect information;

   b. **Direct Mail Program:** Direct mail to targeted candidates on a scheduled bases from:

      - TCRRP Staff
      - Department Chairpersons and Faculty

- Teacher Education Students
- Selected University Officials
- Selected Alumni of Teacher Education Programs
- Selected Parents of Teacher Education Students

c. **Direct Telephone Call Program:** Telephone calls to candidates individuals and groups as listed above.

d. **Home Receptions:** Receptions for candidates at the homes of teachers or teacher education college students.

e. **Campus Days:** Special campus days during which time selected candidates visit the university campus for special campus day activities. Travel arrangements to be provided by the TCRRP.

3. **Information Component:**

a. The development and dissemination of brochures and fliers addressing essential information about the teaching profession and TSU's teacher education program.

b. The development and dissemination of brochures and fliers addressing essential information about services available through the project.

c. The development and dissemination of a flier designed to advise other universities regarding information available through the center.

d. **Data Management Component:** This component of the TCRRP consist of a system designed for gathering information (including requisite authorization forms) and a computerized database to manage and maintain the data for analysis and dissemination. Included in the activities of this component will be an Academic Success Student Profile system designed to record and tract academic, demographic, biographic and other relevant information needed to implement, manage, and evaluate the TCRRP.

e. **College Assistance Component:** The goal of this component will be to provide candidates with assistance on matters such as: (1) acquiring financial aid for college (2) information regarding the requirements for admission to area colleges and universities (3) information regarding requirements for admission to teacher

education programs (4) information about career options available in teacher education (5) investment ideas for teachers.

f. **Academic Skills Enhancement Component:** The goal of this component will be to provide a system of academic skills enhancement for identified candidates that need such assistance. The center will use the services of the COE CENTER FOR ACADEMIC SKILLS ENHANCEMENT to provide the needed remedial assistance.

Project Barriers and Impediments

The major barrier to overcome is that of identifying appropriate funding to cover cost associated with project activities. Although these funds are not yet in hand, indications are that we will be able to acquire appropriate funding.

Another more elusive barrier has to do with the poor image of the teaching profession. We are fully aware that we must overcome this barrier if we are to attract and retain quality persons into the profession. The competition for high achieving students from such programs as Business Administration, Computer Science and other high salaried career tracks is severe and must be faced directly.

Because we are committed to this task, we see these barriers as simply stumbling block to overcome. And we will overcome them.

Thank you for this opportunity.